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ECONOMIC COMMISSION FOR AFRICA

Twenty-second session of the Commission/ thirteenth meeting of the Conference of Ministers

Addis Ababa, Ethiopia
23 - 27 April 1987

Item 14 of the provisional agenda**

REPORT OF THE THIRD ECA/AAU CONFERENCE OF VICE-CHANCELLORS, PRESIDENTS AND RECTORS OF INSTITUTIONS OF HIGHER LEARNING IN AFRICA

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* E/ECA/TPCW.8/1.

** E/ECA/CM.13/1.

I. BACKGROUND AND OBJECTIVES

1. The Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa was convened in Mbabane, Swaziland in February 1985 under the theme, "The Response of the Institutions of Higher Learning to Africa's Rapidly Deteriorating Social and Economic Conditions". At that Conference, the Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, reviewed the exogeneous and the endogeneous factors that led to the social and economic crisis which constricted Africa's development in the first half of the 1980's and posed a real threat to the continent's survival as a political and socio-economic entity. In defining their role as agents of development in reversing the trend towards the total economic collapse of the continent, the Institutions of Higher Learning in Africa agreed on a set of action measures which would highten their contributions to overall national and regional efforts to lay the foundations required for Africa's self-reliant and self-sustained social and economic development. Those measures are contained in the Mbabane Programme of Action which was adopted by the Conference and in which the African institutions of higher learning decided, in the main to:

(a) undertake reviews of their curricula, course offerings and research emphasis to give priority to those elements that would contribute more meaningfully to Africa's social and economic development needs;

(b) develop research in vital sectors of development such as agriculture, drought and desertification, water resources development, science and technology etc.;

(c) develop mechanisms for better fostering co-operation among the institutions, to the greater good of their countries' development; and

(d) seek the assistance of African Governments and the international community in the implementation of the Mbabane Programme of Action.

2. The Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa further agreed to convene the Third Conference in 1987 not only to take stock of their achievements and examine constraints and limitations, but also to undertake a perspective study of the future challenge which the institutions will face in the next two decades. They chose as the theme of the Third Conference "The Future of Higher Education in Africa and Africa's Long-term Development Problems - 1988-2008".

3. The Third Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, met in Harare, Zimbabwe from 19-21 January 1987 against the backdrop of significant developments in the formulation of development policies and strategies in Africa. The African Heads of State and Government had met in November 1985 and had agreed that the continent's chances for long-term, self-reliant and self-sustained growth and development, hinged on its resolve to rehabilitate the African economy after the ravages of the economic crisis so as to attain full recovery, achieve basic structural transformation and be equipped with the strength and dynamism required to move towards the attainment of the development objectives set by the Lagos Plan of Action. Africa's Priority Programme for Economic Recovery, (1986-1990) (APPER) spells out the measures designed to achieve this objective of recovery in the short- and medium-terms. The international community, which was invited to lend support to APPER, convened a Special Session of the General Assembly of the United Nations in May/June 1986 at which it considered Africa's diagnosis of the causes of its economic difficulties, its prescriptions for removing them and the financial and policy support required for success. These were contained in Africa's Submission to the Special Session of the United Nations General Assembly on Africa's Economic and Social Crisis. In response to this submission, the international community pledged its support to Africa's efforts to achieve economic recovery and development in the United Nations Programme of Action for African Economic Recovery and Development, 1986-1990 (UNPAAERD).

4. APPER, The Submission and UN-PAAERD all define the strategy which Africa ought to employ to achieve full recovery, and create the framework necessary for self-sustainemnt in growth and development.

5. The Third Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa met not only to deliberate on their chosen theme "The Future of Higher Education in Africa and Africa's Long-term Development Problems, 1988-2000", but also to consider the new priority measures for recovery and development and define their role in facilitating the implementation of these measures in the short and medium-terms - the next five years - and at the national, subregional and regional levels.

II. ATTENDANCE

6. There were in attendance representatives of the following African institutions of higher learning:

Addis Ababa University, Ethiopia; Universidade de Agostinho Neto, Angola; Ahfad University College for Women, Sudan; Ahmadu Bello University, Nigeria; American University in Cairo, Egypt; Anambra State University of Technology, Nigeria; Universite de Annaba, Algeria; Universite Nationale du Benin; University of Botswana; Universite du Burundi; University of Calabar, Nigeria; University of Cape Coast, Ghana; Universite de

Constantine, Algeria; Universite de Cote d,Ivoire; University of Dar-es-Salaam, Tanzania; Gambia College; University of Gezira, Sudan; University of Ghana; Universite des Sciences et de la Technologie Houri Boumidienne, Algeria; University of Ibadan, Nigeria; University of Khartoum, Sudan; National University of Kinshasa, Zaire; National University of Lesotho; Universite de Lumbumbashi, Zaire; Universite Marien Ngouabi, Congo; University of Nigeria, Nsukka; Ondurman Islamic University, Sudan; Universite de Ouagadougou, Burkina Faso; University of Port Harcourt, Nigeria; University of Science and Technology, Kumasi, Ghana; Sokoine University of Agriculture, Tanzania; University of Swaziland; University of Tanta, Egypt; University of Yaounde, Cameroun; University of Zambia; University of Zimbabwe.

7. The following organizations and institutions were represented in an observer capacity:

African Network of Science and Technology Institutions (ANSTI); The Association of Commonwealth Universities; Eastern and Southern Africa Universities Research Project (ESAURP);Food and Agriculture Organization (FAO); International Association of Universities (IAU); International Labour Organization (ILO); Nigerian National Universities Commission; United Nations Educational, Scientific and Cultural Organization (UNESCO); World Bank.

III. OPENING OF THE CONFERENCE

8. Professor Walter Kamba, Vice-Chancellor of the University of Zimbabwe, extended to all participants a warm welcome to the University of Zimbabwe, to the joint ECA/AAU Conference as well as to COREVIP and ESAURP. He extended a special welcome to the Hon. Cde. Dr. Dzingai Mutumbuka, Minister of Education, who was standing in for the Hon. Prime Minister Cde. Robert Mugabe who could not be present at the opening due to unforeseen official obligations.

9. Professor Kamba said that the University of Zimbabwe felt honoured to host the series of meetings especially as this was the first time that the representatives of Africa's institutions of higher learning were gathered in Zimbabwe to consider questions regarding not only the future of higher education in Africa, but also ways of strengthening co-operation among the institutions.

10. In speaking of the mission of third-level educational institutions in Africa, Professor Kamba said that these institutions were designed to seek and pursue knowledge so as to have a better understanding of the world for the betterment of the life of all people. He said that African nations looked up to their universities to disseminate knowledge, prepare highly skilled manpower, and play a crucial and

central role in the formation of valuable attitudes towards life, the search for answers to complex questions concerning national development, and the sense and value of life which give substance to human existence.

11. He noted that the deliberations at the Conference would give cause for serious thinking on the future of Africa's institutions of higher learning. He expressed the hope that at the end of the Conference a new determination would have emerged among the participants to play their roles in the development of both their institutions and more importantly, the society of which they are an integral part, more effectively than they had done in the past.

12. The Secretary-General of AAU Professor L. Makany, was called upon to make a statement. He said that the theme of the Conference was a challenge to the African intellectual elite and responded to the Lagos Plan of Action, Africa's Priority Programme for Economic Recovery, 1986-1990 and the UN Programme of Action for African Economic Recovery and Development, 1986-1990. Education, he said, is to achieve not only a higher level of knowledge but to contribute to a better quality of life and self-reliance. On what kind of education was necessary, he quoted Prime Minister Mugabe as saying at the 5th Regional Conference of Ministers of Education and Economic Planners in June-July 1982 that education was a tool for development and that curricula had to place greater emphasis on scientific thought and technological skills needed for an advanced industrial nation.

13. He indicated that the priorities of development at any time constituted challenges to be taken up by institutons of higher learning particularly in important areas such as food and nutrition, housing, health, literacy and communication. He informed the Conference that in this regard, the first Pan-African Congress of Scientific Community for the Development of Africa would take place during the forthcoming OAU Summit in Brazzaville in June 1987, and that African scientists and universities were to express their views as to their expected roles in the development of the continent.

14. Co-operation, he said, could be promoted among African states to build human resources in the six different kinds of cultural and linguistic groups inherited from the colonial past. The effort should be pursued to make university education more relevant to give impetus to social, economic and cultural development. The AAU, he said, was in a favourable situation to create networks for higher education and research to benefit Africa's need for self-reliance.

15. Aware of the constraints of limited resources and in order to avoid the luxury of waste, the AAU, he said, had given high priority to areas of food, bio-technology, nutrition and public health. To achieve this, a project was jointly formulated by AAU and UNU on Food and Nutrition to train trainers, leaders of research and users of knowledge to increase and improve food supply. As a supplement to the above, Chairs in food science and technology were being created

through a joint effort of ARCT/AAU with the support of the UN system. This effort would build more indigenous capacities for human resource development through the creation of a network of universities and institutions, cutting across national boundaries. New curricula had been designed and problems for R and D identified. He concluded by saying that the achievements of the AAU resulted from the collective participation of its member universities.

16. A statement was then delivered by Professor Adebayo Adedeji, United Nations Under-Secretary-General and Executive Secretary of the Economic Commission for Africa. Professor Adedeji welcomed the Vice-Chancellors, Presidents and Rectors of the Institutions of Higher Learning in Africa, delegates, observers and guests to the ECA/AAU Third Conference. He expressed his gratitude for the presence of the Honourable Dr. D.B. Mutumbuka, Minister of Education of the Republic of Zimbabwe, who was standing in for the Honourable Prime Minister Cde. Robert Mugabe, who, because of unseen circumstances, could not be present at the opening. He also expressd special thanks and gratitude to the Vice-Chancellor, Professor Kamba and his colleagues for the excellent facilities that they had provided to guarantee a succesful and purposeful conference.

17. The Executive Secretary of ECA recalled that the Second Conference had been convened in Mbabane, to deliberate on the theme, "The Response of the Institutons of Higher Learning to Africa's Rapidly Deteriorating Social and Economic conditions". Their response to the crisis was contained in the Mbabane Programme of Action in which they undertook to review curricula, course offerings and their research emphasis to accommodate Africa's needs for self-reliance and self-sustainment in growth and development; harmonize approaches in education; and strengthen co-operation among the institutions.

18. He informed the Conference that in view of its importance, the Mbabane Programme of Action was submitted to the Eleventh Session of the ECA Conference of Ministers in April 1985, which adopted, in response, resolution 546(xx) on "Strengthening the role of Institutions of Higher Education in Africa's Development". That resolution, he said, urged the institutions to proceed with the implementation of their programme of action and called upon all African Governments to provide material, financial and moral support to enable the institutions to discharge their functions with efficiency. One important task of the Third Conference, he said, was to assess progress made in the implementation of the Mbabane Programme of Action.

19. Professor Adedeji then went on to explain a number of new developments which had occurred since the second conference, vis-a-vis the African development scene. Priorities, he said had shifted from emergency actions to concrete measures for reconstruction and development. He cited the Africa's Priority Programme for Economic Recovery 1986-1990 (APPER) which was adopted by the African Heads of State and Government in 1985 as a strategy for full economic recovery and development between 1986-1990, concentrating on four

main priority areas: food and agriculture, other sectors in support of agriculture, human resources development, and drought and desertification. He also mentioned that in their bid to enlist the support of the international community, the African Heads of State and Government called for the convening of the first-ever special session of the United Nations General Assembly on economic matters, which was devoted to discussing the critical economic situation in Africa. African Governments, he said, presented their case to the Special Session in May/June 1986, in a document entitled Africa's Submission to the Special Session of the United Nations General Assembly on Africa's Economic and Social Crisis. The international community, in turn, expressed their moral and financial support for Africa's programme of recovery and development in The Unitd Nations Programme of Action for African Economic recovery and Develpment 1986-1990 (UN-PAAERD).

20. Professor Adedeji noted that in all three documents, Africa had defined its development priorities in 1986-1990. All concerned, particularly the Africans themselves should, he said, play their part to ensure the successful implementation of APPER and the UNPAAERD. The institutions of higher learning had a major contribution to make.

21. The Executive Secretary of ECA said that in addition to their contributions to Africa's economic recovery and development, the Institutions could and must chart out long-term programmes to speed up agricultural development, accelerate the industrialization process and create the human infrastructure for the internalization of the development process in Africa. But for the medium and short-term needs of recovery and development, they must contribute to removing constraints in the four priority areas i.e. food and agriculture, drought and desertification, other sectors in support of agriculture and human resources development. They should concentrate on looking for immediate solutions to specific problems of agricultural production and productivity by undertaking research for the improvement of simple production tools and implements, soil and water conservation, irrigation systems, the control of drought and desertification through afforestation projects, the development of alternative sources of energy to replace fuelwood, conservation projects etc. Attention should also go to the development of transport, marketing, distribution and storage systems to render them more supportive of the food and agriculture sector. Human resources development and utilization policies and systems also needed to be re-examined so that they contribute more towards greater efficiency in serving as the true catalysts of development in Africa.

22. Professor Adedeji went on to suggest that institutions of higher learning in Africa should help put in place mechanisms for monitoring debt servicing and debt contracting in African countries and should also help to develop capabiltiies for improving general planning, financial and economic management skills in a bid to improve the management of the African economies and the management of debt. In addition, institutions should develop independent sources of income

by engaging in the production of food and export crops. He appealed to African Governments to be more generous in the funding of institutons, particularly their research programmes, to enhance their role as important agents of change.

23. Turning to the "Future of Higher Education in Africa and Africa's long-term Development Problems, 1980-2008", Professor Adedeji challenged the Conference to consider how by the turn of the century they would have attained self-sufficiency in the generation of knowledge for their needs; eliminated reliance on outsiders for the provision of the intellectual and conceptual framework for development; transformed themselves from retailers of knowledge to producers of knowledge; and strengthened their co-operation for the build-up of excellence in one or two institutions for the benefit of the continent as a whole, encourage staff and student mobility and develop the exchange of programmes. He emphasized the point that unless collectively the institutons of higher learning established the modalities that would enable them to make the higher education process more responsive, it would be unlikely that the process of development could take root and succeed in Africa.

24. Finally, the Executive Secretary mentioned two important gatherings that would be convened in the months ahead. The first concerned a major international conference in Abuja, Nigeria, on the theme: Africa, the Challenge of Economic Recovery and Accelerated Development, in which a candid assessment would be made of the progress achieved in the implementation of the UN-PAAERD. The second concerned an International Conference on the Human Dimension of Africa's Economic Recovery and Development, to be held in Libreville, Gabon as part of the implementation of the UN Programme of Action. He promised that, in view of the importance of the role of the institutuions in development, the report and recommendations of the Third Conference would be transmitted to both conferences as substantive inputs. It was, therefore, important for the institutions to clearly state their perceived contributions to the development effort and be seen to be involved in the economic reconstruction and recovery of Africa. He wished the Conference success in its deliberations.

25. The key-note address by the Hon. Prime Minister of Zimbabwe, Comrade Robert Gabriel Mugabe, was then read on his behalf by Comrade Dzingai Mutumbuka, the Minister of Education.

26. The Prime Minister opened his address by welcoming the delegates and thanking them for having chosen to convene their third conference in Zimbabwe. He expressed the hope that the delegates would find the country hospitable and the facilities provided by the University of Zimbabwe adequate and conducive to constructive deliberations on "matters of such great importance to Africa and its people". He congratulated the organizers of the third conference on their foresight and wisdom in selecting themes which enveloped crucial issues in Africa's development. He further commended them for their "careful use of financial resources" by deciding to hold three distinct meetings at one venue at the same time.

27. The Prime Minister reminded delegates that their conference was taking place at an historic moment in African development when the continent was confronting two major enemies. The first being the ruthless system of apartheit which continued to "terrorize, dehumanize and butcher" black people in South Africa and Namibia, and caused havoc to the economies of the independent black states of Southern Africa through its policy of destabilization. The second major enemy was the socio-economic deterioration in Africa which was "characterized by low and unevenly distributed per capita income, high birth rates, high levels of unemployment, increase trade deficits and unfavourable balance of payments". He attributed Africa's bleak economic situation to a multiplicity of factors including "our colonial history, the present unequal world economic order, the structures of our own economies and political upheavals". Compounding these problems were the natural disasters such as floods, drought, desertification, etc., which continued to undermine African efforts at development.

28. The Prime Minister noted that it was in the light of this gloomy picture that the Economic Commission for Africa warned, in its publication entitled The ECA and Africa's Development 1983 - 2008, that if the present trends were not checked, "then Africa faces a very bleak future indeed". He, therefore, called on African universities and other institutions of higher learning to live up to the challenge and embark on those measures needed to ensure their relevance to the African situation. It was crucial, he said, that research, curricula, teaching and training be designed in such a way as to allow African universities to play a more meaningful role in Africa's social, economic and political development. For this to be done, it was necessary that African scholars extricate themselves from intellectual dependency on the West by evolving creative ideas of relevance to Africa and by, where necessary, adapting western theories to African conditions. This, argued the Prime Minister, needed to be done in order to create a new Africa which will move forward on the basis of collective, accelerated, self-reliant and self-sustaining development, achieve integration in economic, social and cultural fields, and be well on the way to industrialization and genuine development. African development, said the Prime Minister, required a concerted and multi-institutional approach. In this regard, African universities had a central role to play. They must serve as a vital component of the multi-dimensional institutional machinery needed to propel African nations to higher levels of development. It was, therefore, imperative that university teaching and research reflect a sense of seriousness and urgency and assume on outlook which had a demonstrable relationship with the concerns and problems of the African people.

29. The Prime Minister reminded the delegates of the obligation that African universities had, to help African Governments achieve the goals and objectives of the Lagos Plan of Action and the Final Act of Lagos. This, they should do by redoubling their efforts in the development of human resources, promotion of scientific and

technical skills and in conducting meaningful research in such areas as agriculture, rural and water development, drought and desertification. In addition, universities should ensure the development of administrative skills, needed for the efficient management of African economies. African universities, urged the Prime Minister, must put emphasis on science, technology and practical subjects, and on producing an individual with both intellectual capabilities and practical skills; a man or woman with the ability to combine theory with practice; a thinker and a doer. This required that teaching and research should not be carried out in an "ideological vacuum". Students need to be given a clear ideological orientation so that they acquire a clear understanding of the world in which they live and know "why we are, where we are and how to escape from our present predicament".

30. The Prime Minister attached great importance to the Lagos Plan of Action. In his view, it encapsulates and articulates the vision of African Heads of State and Government and "gives a picture of the kind of continent they wish Africa to be by the year 2000". The Prime Minister, therefore, urged universities to take note of the Lagos Plan of Action when designing their curricula. The Plan, he said, should not be brushed aside as a document for governments and politicians with little or no relevance to the proper functioning of a university. In his view, if African universities were serious about reorientating their academic programmes and about playing a meaningful role in the continent's development, then they could not afford to ignore the Lagos Plan of Action. The Prime Minister continued:

> "By keeping in mind the priorities of the nation in which it is situated and those of the Organization of African Unity as articulated in the Lagos Plan of Action, the African university will, I believe, find its orbit again and avoid the risk of becoming a lost and forgotten meteor, a star which, instead of guiding the mariner, misses its path by reason of its relentless search for the glories of outer space."

31. In urging universities to play their role in African development, the Prime Minister assured the university dons that he had no intention of undermining the concepts of academic freedom and autonomy. But, he reminded them that autonomy and academic freedom must go hand in hand with a sense of responsibility. Genuine academic freedom, he said, must be coupled with a spirit of patriotism and service to the community.

32. On the issue of inter-university co-operation, the Prime Minister underscored the need to accelerate efforts at achieving meaningful South-South co-operation among the institutions of higher learning. In his view, it was imperative that the greatest degree of understanding, unity and co-operation among universities in the South be realised before the South can successfully take on the North in a bid to bring about a new order. Such South-South co-operation,

he argued, was more urgent in Africa than anywhere else. Success in this area would greatly reduce Africa's dependence on experts from the North and would maximize the utilization of African resources in a manner consonant with the continent's socio-economic development programmes. The Prime Minister viewed South-South co-operation as a means of enhancing Africa's capabilities and potential to the mutual benefit of African countries and peoples. Such co-operation would undoubtedly contribute to the search for a new international economic order.

33. In conclusion, the Prime Minister hailed the Mbabane Programme of Action adopted at the Second Conference of the AAU/ECA in 1985 which resolved, among other things, to encourage African universities to review their curricula; strengthen their research efforts in the fields of science, technology, agriculture and industry; place their expertise at the disposal of national policy makers and increase their contribution to the effectiveness of the educational systems of African nations. He, however, reminded the delegates that it was one thing to pass resolutions and quite another to see them through. He, therefore, challenged them to see to it that the Mbabane Programme of Action bore results. The Prime Minister noted that since 1982, the AAU/ECA had articulated many noble principles on the role of the university in meeting the challenges that face Africa and had stated a strong belief in the overriding importance of inter-university co-operation as an instrument of development. The task that now faced the delegates, he declared, was to reflect on the degree to which past resolutions had been successfully implemented. In taking this stock, it was important to identify the hurdles and stumbling blocks that had been encountered and those that lay ahead and find solutions to these "so as to move swiftly forward".

34. The Prime Minister expressed the hope that the present meetings would provide the leadership of African universities and institutions of higher learning with an ample opportunity to look back and reflect on the performance of the african university since its creation. It was necessary to take stock of what the African university had achieved since independence and the degree to which expectations and goals had been realised. Such stock-taking was necessary, he said, "if we are to peer fruitfully into the future and chart a new path for higher education in Africa".

35. Unless this is done, he said:

> "the colonial hangover will continue to haunt us and that albatross, the colonial education system, will continue to weigh heavily on our shoulders, preventing us from breaking free from the mould in which our former rulers left us".

36. Finally, the Prime Minister called on the delegates to identify and adopt effective strategies through which to achieve their goals and to demonstrate the will to succeed. The struggle, he declared, must continue until final victory.

IV. ELECTION OF OFFICERS

37. The Conference elected the following officers:

(i) Chairman: Professor Walter J. Kamba,
Vice-Chancellor, University of Zimbabwe

(ii) First Vice-Chairman: Professor Karorero, Rector
University of Burundi

(iii) Second Vice-Chancellor: Professor Mohammed A. Elhamy,
Vice-President of
Tanta University, Egypt

(iv) Rapporteur: Professor Dickson, Vice-Chancellor,
University of Cape Coast. Ghana

V. ADOPTION OF THE AGENDA

38. The Conference adopted the following agenda:

First Session:

The AAU Secretary-General's report and statements by institutions on progress made in the implementation of the Mbabane Programme of Action.

Second Session:

Topic: Africa's Development Priorities and the Role of the Institutions of Higher Education in Africa: The Next Five Years - (E/ECA/AAU/ED/86/3)

Speaker: ECA: Dr. Sadig Rasheed

Topic: Changing development objectives and strategies for self-reliant economies in Africa: University responses

Speaker: Professor A. Sawyerr, Ghana

General Discussion:

Discussants: 1. Mr. N.A. Kuhanga, Dar-es-Salaam

Third Session:

Topic: The Future of Higher Education in Africa and Africa's Long-term Development Problems and Strategies: (E/ECA/AAU/ED/86/2)

Speaker: ECA: Dr. Sadig Rasheed

Topic: Reorientation et development des capacites de transmission des connaissances et capabilites des institutions d'enseignement superieur en Afrique

Speaker: Professor Bingoto Mandoka na Mpeya, Zaire

General Discussion

Discussants: 1. Professor Abiye Kifle, Addis Ababa
2. Professor B. Toure, Abidjan

Fourth Session:

Topic: Science and Technology in the Solution of Africa's Long-term Development Problems

Speaker: Professor L. Makhubu, Swaziland

General Discussion

Discussant: Professor J.S. Cookey, Port Hartcourt

Topic: The Perceived Role of the African Universities in the Implementation of the Pan-African Documentation and Information System Project in Africa: (E/ECA/AAU/EC/86/4)

Speaker: ECA: Mr. F. Inganji

Statements by UNESCO, ESAURP, IAU, Association of American Universities

Report Preparation

Fifth Session

1. Date and venue of the fourth conference

2. Adoption of the Harare Statement and the Conference Report

3. Closure of the meeting

VI. ACCOUNT OF THE PROCEEDINGS

A. First Session:

Topic: Report of the Secretary-General of AAU

39. Professor Makany, Secretary General of the AAU presented a report on the implementation of the recommendations of the Second Conference

of Vice-Chancellors. He said that the implementation of the Mbabane Programme of Action was assigned to the three concerned parties; namely, ECA, AAU and the institutions of higher learning. The Secretariat of AAU/ECA held a working session in Addis Ababa on the implementation of the Mbabane recommendations. These recommendations were mainly in connection with the selection of those universities which should set up working groups for the reform of university programmes and the securing of funds for the promotion of research, particularly basic research. Concerning working groups to be set up on sub-regional bases, the AAU, he said, intended to request sub-regional COREVIPs to see to this issue.

40. Another recommendation requested the AAU and ECA to review on an annual basis, the situation as regards the implementation of recommendations by universities on the basis of information sent by their liaison officers. Twenty four universities communicated the names of their liaison officers, but unfortunately they did not discharge their duty satisfactorily.

41. The AAU was requested to set up guidelines concerning tuition and admission fees. The problem of tuition and fees was discussed by the Conference of Vice-Chancellors, Rectors and Presidents at its second meeting in Yamoussoukro in December 1980. The heads of instituitons at that time regarded the issue of tuition fees as a matter of national sovereignty. Since then the issue had not been raised. The recommendation requesting the AAU to help institutions find solutions to the problem of refugee students was tackled within the framework of the quadriannual programme of the AAU, where 100 scholarships were envisaged for refugees. Unfortunately funds were not yet available.

42. With regard to the recommendation to sustain the efforts of research in the areas of science and technology, agriculture, industry, rural development, and staff training etc., the AAU in collaboration with the United Nations University had already launched a regional project aimed at strengthening the capabilities of research and training institutions in food and nutrition in Africa. The European Economic Community had granted 1.5 ECUs for two years in the framework of the Lome Convention between EEC and ACP countries.

43. Another recommendation was the development of programmes for staff development for the improvement of the quality and efficiency of teaching, and research etc. The INTERAF Programme of the AAU which had been in existence for a long time was, in effect, a response to this recommendation. Unfortunately, there were no funds, as yet, with which to implement this recommendation.

44. Concerning textbooks projects, Professor Makany announced that two textbooks, one in Agriculture, and the other in Chemistry, had been commissioned for publication. They would be printed by the AAU Press. UNESCO had also signed a contract with AAU for the preparation of a textbook in Sociology.

45. As to another recommendation which invited universities to explore the most efficient ways to use the limited resources and facilities available on the continent, he informed the Conference that the AAU had been publishing a directory of African universities. This document contains useful information for the implementation of the recommendation mentioned above. The 4th edition had just been published.

46. On the part of the ECA, he informed the meeting that the Executive Secretary had submitted the Mbabane Programme of Action to the ECA Conference of Ministers at its eleven session, held in Addis Ababa in April 1985. The Conference of Ministers adopted resolution 546(xx) entitled "Strengthening the Role of the Institutions of Higher Learning in Africa's Development, in support of the initiative of the institutions. The Executive Secretary formally transmitted this resolution to the institutions of higher learning and to the African Governments, urging both to do all that was necessary to implement it. Within the framework of its programme of work, the ECA continued to pursue vigorously the implementation of the objectives of the Mbabane Programme of Action. A number of workshops and training programmes were organized by ECA, in collaboration with African universities and other higher learning and training institutions, in areas such as re-orientation of the functions of higher education institutions, staff development programmes aimed at enhancing teaching and learning and promoting the establishment and viable operations of staff development units at the central administration and faculty levels of the participating universities; and strengthening training in public administration; management and budgeting and financial management. Within the framework of the Joint ECA/ICM Return of Skills Programme for Africa, it was possible to provide limited assistance to African institutions of higher learning, in meeting their staff-recruitment needs. Consultations had been entered into between ECA, the institutions and the funding agencies, principally, EEC and ICM, to expand the Programme to the greater benefit of the institutions.

47. In the discussions that followed, participants expressed their regret at the low rate of response to the questionnaire soliciting information from the universities on the implementation of the Mbabane Programme of Action. It was generally agreed that the low response may have been the result of the well-known communications difficulties on the continent. Some institutions had not received their questionnaire. The point was stressed that in order for the institutions to be kept in constant touch with each other, the AAU should begin the publication of a monthly or quarterly bulletin covering activities being undertaken in the institutions. To that end, the recommendations of the Second Conference in Mbabane which required that institutions should set-up a liaison office with the AAU should be implemented by all the institutions.

B. Second Session:

Topic: Africa's Development Priorities and the Role of the Institutions of Higher Learning: The Next Five Years

48. The representative of the ECA presented document E/ECA/AAU/ED/86/3, entitled Africa's Development Priorities and the Role fo the Institutions of Higher Learning: The Next Five Years. Part one of the paper, he said, dealt with the priorities for recovery as detailed in Africa's Priority Programme of Economic Recovery, 1986-1990 (APPER) which was adopted by the 21st Ordinary Session of the Assembly of Heads of State and Government of the OAU, held in Addis Ababa from 12-15 November 1985. Although rooted in the Lagos Plan of Action, APPER sets priorities among priorities for economic recovery in the aftermath of the economic crisis of the first half of the 1980's, which was brought about by unfavourable internal and external factors and triggered off by drought, desertification and famine. APPER, he said identified action measures in the critical sectors of food and agriculture, including the control of drought and desertification, the development of human resources, science and technology, trade and finance and economic management, particularly the serious external debt problem.

49. At the behest of the African Governments, a Special Session of the United Nations General Assembly was convened in May/June 1986 to discuss the economic problems of Africa and to solicit the support of the international community in the implementation of APPER. The African Governments presented to that Session, Africa's Submission to the Special Session of the United Nations General Assembly, in which they defined their priorities, expressed the actions they have decided to take to attain full recovery, quantified their resource requirements in dollar terms and requested the moral and additional financial support of the international community. The response of the international community, he said, was contained in the The United Nations Programme of Action for African Economic Recovery and Development, 1986-1990 (UNPAAERD). In the United Nations programme the international community agreed with the measures identified by African Governments in their submission and agreed to enter into a "compact" with Africa to assist in the implementation of the priority programme in the four areas identified for action viz. food and agriculture, other sectors in support of agriculture, drought and desertification and human resources.

50. The ECA representative said that part two of the document dealt with the role of the institutions of higher learning in the implementation of the priority programme in the next five years. He identified areas in which the institutions could develop training, research and consultancy programmes for the needs of Africa's short- and medium-term recovery and development. Firstly, institutions should assist African Governments to better manage their economies through programmes of teaching, research and consultancy in development management, financial management and human resources management etc.

They should also assist in improving capacities for efficient debt monitoring and management.

51. The institutions should also develop programmes in support of rehabilitation and development of the agricultural sector by developing research programmes in such important areas as soil and water conservation, drought and desertification control, the production of tools and equipment, the production of agricultural inputs such as fertilizers, pesticides, high-yielding seeds, etc. Training programmes could also be mounted for agricultural change-agents, technicians and managers. Third-level educational institutions should also endeavour to involve the people in the development process by making their extension services truly community-development oriented, taking lessons for teaching and research from the realities of the communities that surround them, while making the results of their activities benefit these same communities.

52. The ECA representative then made a number of recommendations for implementation at the national, subregional and regional levels. At the national level, the institutions should draw up a programme of research for the specific needs of the priority programme; develop a "training for recovery" programme; strengthen their consultancy capabilities; popularize the priority programme; and strengthen co-operation with their Governments. At the subregional level, the institutions should agree on ways of working together to help in the solution of common problems and develop a more efficient mechanism for exchange of information among them. At the regional level they should set up a system of incentives to encourage development-oriented research; institute measures to develop more relevant curricula, syllabi, teaching texts and materials etc. He concluded by stressing the need for the institutions to work selflessly and efficiently to provide the services which only educational institutions can provide, towards achieving the full economic recovery of this continent.

53. Professor Akilagpa Sawyerr, Vice-Chancellor of the University of Ghana was called upon to present his paper: Changing Development Objectives and Strategies for Self-Reliant Economies in Africa: University Responses.

54. Professor Sawyerr recalled the commitment of the Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa in the Mbabane Programme of Action and the development strategies adopted by the African Heads of State and Government in the Lagos Plan of Action, for the attainment of self-reliant and self-sustaining growth and development. Although African universities had made significant contributions to their nations' development, the most important question facing them now, was how to develop their potentials so that they help in resolving the African economic and social crisis. He noted that the colonial origins of university in Africa rendered them still too outward-oriented, too distant from their communities, concentrated on undergraduate programmes, elitist and too dependent

on public funding. Unless these features of the African universities are changed, he said, the institutions would be incapable of making their full contribution to national development or to the resolution of the crisis.

55. He went on to propose areas in which such orientation might be desirable. The first area for attention, he said, was the localization of course content, for greater relevance to national needs. This might include a foundation course for all students to orient them to the realities of the socio-economic conditions with which they would have to grapple as workers; and the production of local teaching texts, resulting from a gradual build-up of research materials and from inward-looking research. A second area of importance was the need for the restructuring of programmes such that students are channelled into desired fields of specialization. The method of teaching and learning could also be reviewed so that it de-emphasized the lecture method in favour of learning-by-doing and involvement in the community. Graduate study programmes required much strengthening locally, to obviate the need for more study abroad and to reduce the reliance on outside expertise. Access to university study was too restrictive and required review so that more people could benefit from university education.

56. Turning to problems of research, Professor Sawyerr, identified three main isues: the areas of research priority, the organization and financing of research and the uses to which research findings could be put. He said that with the economic and social conditions prevailing, research priorities had defined themselves. Financing and organizing research, he said, posed some problems. The "routine" type of research normally attracted funding, but the more desirable "institution-based, team-operated" research was more difficult to sustain, organize and finance. Yet this was the type of research that should be emphasized, because of its implications for the kinds of projects undertaken, its financing and the uses to which its results would be put. But although this type of research was usually expensive, African universities should promote it, as far as possible, in collaboration with other regional bodies or as part of regional projects in order to pool resources and address problems of regional and national importance in a manner favourable to immediate applicability.

57. On the question of university outreach, Professor Sawyerr saw much merit in developing consultancy capabilities to expose university staff to the problem of their societies; enhance professionalism; reduce the brain drain; and generate income which could reduce the dependence of universities on public funding. He concluded by stressing that the adoption of some of these proposals would strengthen efforts of African Governments to achieve recovery and development.

58. The Chairman then called upon Mr. Kuhanga, Vice-Chancellor of the University of Dar-es-Salaam to lead the discussions. Mr. Kuhanga noted that the recommendations of the paper were based on the three

functions of the University: teaching, research and service to the community. On the question of university outreach, he said that there was already a system in place in most universities, through which students, particularly those in law, commerce and management must have some field experience for a prescribed period of time. If these programmes were not too effective, it may be because of the way they function or because of serious financial constraints. Governments subventions, he said, were too small, thus reducing the benefits that could be derived.

59. Concerning the need to re-examine the usefulness of research and the problems of dissemination of research results, he said that levels of funding determined the effectiveness of both. Governments, would fund socio-economic research which could be of immediate use to development. Outside donors would fund research that would be of relevance to their needs. Unfortunately, the greater part of research funding is provided by external donors, thus hightening the chances of sidestepping the functionality of research to development. Governments, he said, should substantially increase their contributions to research in order to guarantee its greater relevance to development needs. Regional research programmes should also be encouraged and strengthened for greater cost-effectiveness. Also institutions should see research and consultancy as a potential source of income-generation for the regeneration and further development of research activities. Finally, concerning priority areas of research for development and the need for institutional restructuring, Mr. Kuhanga saw some difficulty in respect of some univeristies, with getting the structure and the organization of the university to bend to accommodate the need for more development problem-oriented research. He noted, however, that many universities had already established structures and organizations for this purpose, but that what may be needed was for them to devote more of their time, effort and resources to research programmes aimed at bringing about solutions to social and economic development problems. Mr. Kuhange urged African universities to place greater emphasis on research related to semi- and arid-areas as well as to drought and desertification.

60. The Chairman opened the floor for discussion of the two papers: Africa's Development Priorities and the Role of the Institutions of Higher Learning: The Next Five Years, and Changing Development Objectives and Strategies for Self-Reliant Economies in Africa: University Responses.

61. In the discussions that followed, participants agreed with the identified roles of the institutions in redressing the social and economic development problems of the region. They also concurred with the areas in which their support for recovery and development should be directed. However, they emphasized the tremendous constraints imposed on their ability to perform tasks particularly on their present teaching, learning, research and consultancy functions. Chief among these constraints was the inadequacy of funds.

One participant described the situation of most universities in Africa as "deplorable" with inadequate library and laboratory facilities and declining conditions of work which were not conducive to efficiency in the universities. Although government should strive to increase its financial assistance to universities in fulfilment of one of its major responsibilities to society, participants conceded that in many cases African Governments were so overcommitted that even with all the will, they were simply not able to provide the resources required to make the institutions function at maximum capacity.

62. It was suggested that alternative sources of funding should be identified and exploited to supplement the insufficient resource flows from government. The private sector might be made to contribute to the running of the institutions perhaps through a levy system for universities. And the international community and other donors may be approached for support of development-oriented research projects.

63. It was agreed that the real question was what the institutions could do to generate their own funds to make them perform more efficiently. Participants identified certain potentials for doing so in many institutions, chief among which were the consultancy capabilities with which all institutions were endowed. It was pointed out that within government development plans and budgets alone, there existed enormous opportunities for universities to solicit consultancy assignments which would contribute to university revenues. In the private sector, the opportunities exist for universities to identify problems and needs and offer their training, research and consultancy services for a fee. The need was for the institutions to reach out and search for these many opportunities to increase their incomes and generate their own funds to carry out their programmes of research and teaching, as a means of supplementing the meagre allocations provided them by their Governments.

64. Another constraint imposed on the willingness of third-level educational institutions to adjust to the needs of development was the absence, weakness or inflexibility of mechanisms to permit them to do so. It was observed that most institutions did not, for example, have a system for assisting the prospective users of their programmes with programme formulation, or of disseminating research proposals and findings to the potential users of research results. Too often, government, industry and commerce are unaware of precisely what goes on in institutions of higher learning. In addition, it was noted that the present structure and orientation of the institutions made it difficult for them to innovate and quickly adapt to emerging situations. As an example, departments of management science have not been able to adapt easily to respond to the growing demands for consultancy services in African countries, by expanding their roles within the university to help "commercialize" the university's research expertise, by identifying consultancy and research needs, preparing bids, negotiating contracts etc. By the same token, universities have not succeeded in transforming themselves into mission-oriented

institutions. Consequently, they have not been able to act as a lead for policy-making, remaining passive rather than active agents of change.

65. Participants concluded that, in the final analysis, the challenge was not to Governments, but to the institutions. What, given all these constraints, could the institutions do to increase their own resources to conduct research for recovery and development, prepare manpower to spearhead socio-economic transformation and provide advisory, technical and management consultancy services to their Governments? Already, there was a crisis of confidence between institutions and Government. Universities should reach out and rally to the call of the African people and their Governments for assistance. They should be innovative, responsive and clear as to their mission in society. The constraints on their effectiveness was not financial, but their singular unwillingness or inability to be responsive to their changing social, economic, political and cultural environment. To restore confidence in them, institutions of higher learning in Africa must be more responsive to the needs of the African people and Government.

66. In sum, the Conference recommended that:

(i) While all African Governments should endeavour to increase their allocations to the institutions, the institutions themselves must show initiative in tapping all possible sources available to them, including a better utilization of the resources available within their walls, to supplement the meagre financial assistance provided them by their Governments.

(ii) The ECA should be requested to extend its advisory services to the institutions, to propose to them alternative means of raising funds to support their involvement in the many areas of development in which their services will be needed.

(iii) The ECA should also be requested to propose existing institutions in which post-graduate programmes could be concentrated and developed for use by all institutions within the continent.

(iv) A mechanism should be put in place, perhaps within the framework of the AAU, through which information on research proposals, on-going research and the findings of research could be disseminated region-wide to attract support or interest from commerce and industry.

C. Third Session:

Topic: The Future of Higher Education in Africa and Africa's Long-term Development Strategies

67. The ECA representative was invited to present a paper entitled "The Future of Higher Education in Africa and Africa's Long-term Development Strategies" (E/ECA/AAU/ED/86/2).

68. The ECA representative said that the paper examined Africa's long-term challenges and strategies beyond the year 1990, and attempted to define the implications of these for the policies and strategies of the institutions of higher learning. The paper drew heavily on ECA's and Africa's Development 1983-2008: A Preliminary Perspective Study. It assumed that APPER and the UN-PAAERD would by 1990 lay the foundation for the long-term challenge which was essentially to "pursue policies and institutional reform that would bring about major structural changes and establish more dynamic self-reliant and self-sustaining economies in Africa". The guidelines for self-reliant and self-sustained development, as defined by the LPA, include: the use of Africa's vast resources to meet the needs and aspirations of the people; a change from total reliance on exports or a few raw materials to a growth path based on a combination of natural resources, entrepreneurship, human resources and the restructure of the domestic market; the mobilization of all Africa's human resources for industrial and national development; and the promotion of African economic integration in order to create a continent-wide framework for economic co-operation for development, based on collective self-reliance.

69. The challenge, he said, was to create economies in which economic growth and development would be more dependent on domestic resource use and internal demand stimuli. This would be achieved by adopting an integrated approach to development, increasing the substitution of factor inputs from within the system for those derived from outside, determining the nature and types of goods and services needed to meet the basic needs of the majority of the population and by strengthening regional and sub-regional co-operation and encouraging the co-ordinated exploitation and utilization of Africa's vast resources for the benefit of the African people. Those challenges must be taken up by all facets of the African society, particularly the institutions of higher learning, so as to optimize, sustain and enhance the desired development goals. The paper argued that the institutions of higher learning had a central and catalytic role to play and that changes must be made now to make higher education more development-oriented to meet future challenges.

70. The ECA representative then went on to examine some of the challenges in both the social and productive sectors, and to analyse their implications for the role of the institutions of higher learning. Rapid population growth, he said, would have serious implications for education and employment. At a rate of 3.2 per cent, Africa's population would grow from 440 million in 1980 to 1077 million in 2008. Even at a slower rate of 2.9 per cent, it would reach 1 billion by that time. Even under the development scenario, there would not be much difference. Agriculture would continue to the biggest employer, limiting the capacity rate at which the government sector can expand. Output and employment opportunities outside government sector would have to be explored. Therefore, entrepreneurs must be developed who in the process of creating jobs for themselves would provide employment opportunities for others.

71. The implications for the role of the universities, he said, were obvious: emphasis would have to be placed on the agricultural sector, creation of entrepreneurial capabilities and increased technological development. In agriculture, the priority would be to achieve food self-sufficiency by the year 2008, by broadening the production base, improving and increasing irrigation systems, increasing yields etc. Major programmes would also be required to stimulate industrialization, strengthen services etc. etc. Institutions of higher learning would have to evolve development-oriented leadership and administration; produce high-level technicians, professionals, managers that are needed to direct the development effort; support the attainment of the objectives through research and innovations; and integrate teaching with research and extension.

72. Next, a paper entitled the Problems of University Research and Development in Zaire, was presented by Professor Bingoto Mandoko na Mpeya, Vice-Chancellor, University of Kinshasa, Zaire. He briefly touched on the origins of universities in Africa, the special problems posed by these origins, and the need for universities to shed the cloak of the past and be transformed into veritable agents of development. African universities, he said, should be institutions par excellence, in the service of Africa's development while balancing theory with social utility. The University of Kinshasa, he said, had addressed this question and agreed to place emphasis on orienting research so as to produce outputs that could be used immediately in development, and on providing more and more services to the community.

73. To increase the University's effectiveness in research, a development research centre had been set up. A good amount of research projects had been commissioned by government, industry and the parastatals, and important research work had been undertaken in medicine, pharmacology, nuclear studies, integrated rural development etc. In this way, he concluded, the University of Kinshasa had been striving to develop applied research for national development.

74. Professor Abiye Kifle, President of Addis Ababa University, was then called upon to comment on the papers. He said that the requirements for policy orientation and policy emphasis beyond 1990 had two major implications: the creation of a development-conscious society and new types of development institutions. The consciousness of people towards development should be raised so as to mobilize their energies and creativity and bring about structural changes. The universities in Africa, he said, could help towards achieving this.

75. In addition, the needs for the future demand that a research agenda be drawn up now to show the profile of future university graduates, in order to more clearly articulate areas of priority in training for work and research for development. The manpower requirements of the future, he said, would demand that many more

institutions be created and many new programmes set up. Another important requirement for the future was the need to indigenize staff and programmes as a measure of self-reliance. Finally, Professor Abiy emphasized the need to pay more attention to national languages as a desirable vehicle of instruction and learning in all institutions, and of communication in national administrations.

76. A discussant, Professor Bakary Toure, Vice-Chancellor of the University of Cote d'Ivoire then took the floor. He agreed with the view that universities could be effective in their contribution to development if their programmes, particularly those of research, were integrated with the totality of national and regional efforts for development in all the key sectors viz. agriculture, energy, industry etc. He also agreed with the view that universities should adapt to new needs for development. In this regard applied research should be emphasized to respond to the current needs for development. Basic research, he said, was also important for the long-term development requirements of the continent.

77. Of equal importance to research, was the need to intensify programmes of training of develpment change-agents. This would require the adaptation of programmes to meet the need. In their education and training activities, he said, universities should be more conscious of the need to produce people who could be equipped with capabilties for self-employment, thus arresting the growing incidence of graduate unemployment in African economies.

78. With regard to outreach programmes, Professor Toure said that research and extension work to help disadvantaged communities must be a new priority area. He said that the types of research activities described by Professor Bingoto were pertinent to the recommendations of the Mbabane Programme of Action and were consistent with the desired new roles of universities.

79. Finally, Professor Toure said that an efficient system of networking would be required to strengthen and deepen research in the priority fields of development such as energy, industry, agriculture etc. The ECA and AAU should assist in setting up the necessary networks.

80. In the ensuing discussions, participants raised issues pertaining to information dissemination, university/community/government relations and co-operation among the institutions. They were agreed that universities had not been all too effective in making known to their Governments and to their communities what they do or are capable of doing. But a much more serious error, was their failure to project a correct image of themselves, not only to their governments and people, but also to the international community. Further, there was a growing incongruity in perception between universities on one hand, and their governments and societies on the other. While this divergence would, at the national level, only strain relations between the universities and their communities and governments, at the

international level these perceptions would lead to loss of confidence on the universities as serious agents of teaching, research and service to the community. Such loss of confidence would prove devastating in that it would certainly affect the flow of resources to support programmes, if not even lead to a crisis of recognition.

81. The participants spoke at length on the need to build bridges between universities and their governments and communities, and the need to create mechanisms for a continuous dialogue with government to foster a more active participation of the institutions in the implementation of development programmes. They also stressed the importance of further developing their outreach programmes to be of greater service to their communities. They agreed that they must strengthen co-operation among them for the development of their research and teaching programmes.

82. Finally, the Conference made the following recommendations:

(i) Apart from what may be done to disseminate information on the research and consultancy activities being carried out by universities at the national level, the AAU should serve as a centre for gathering all such information for wide dissemination to all African countries.

(ii) Continuing education programmes should be further expanded to cater to the workforce; tailor-made training programmes should be emphasized so that specific problem areas are addressed in a timely manner; and refresher courses should be developed to upgrade the skills of the workforce and enable it cope with changing patterns at the work place.

(iii) In strengthening areas of co-operation, institutions should encourage staff exchange programmes not only between the institutions but also between institutions and government ministries, parastatals and private enterprises.

(iv) A special programme of seminars should be instituted by the universities to provide an atmosphere for deep reflection and the exchange of ideas between policy makers at the national level.

D. Fourth Session:

Topic: Science and Technology in the Solution of Africa's Long-term Development Problems

83. Professor Lydia Makhubu, Acting Vice-Chancellor of the University of Swaziland presented a paper entitled Science and Technology in the Solution of Africa's Long-term Development Problems.

84. In presenting this paper, the author urged the African universities to search for ways of assisting the African continent in designing fresh approaches for the development and application of science and technology. The paper noted that, while Africa was struggling to define the proper usage of science and technology, industrialized countries were continuing to advance so rapidly that they were now undergoing what might be termed another "industrial revolution".

85. The paper further urged the African universities to examine the potentials of science and technology and proclaim their possibilities to both governments and the general public. In order to effectively utilize science and technology in Africa, several suggestions were made in the paper. Universities should encourage the setting up of consultancies in their faculties of science, engineering etc. as a way of cultivating national advisory capacities which may gain recognition in due course. National governments should provide their universities with generous research budgets in order to encourage the kind of research necessary for the solution of development problems. Universities should encourage staff to undertake out-of-class activities such as scientific literacy campaigns and recognize these among the criteria for academic staff promotions. They should set up workable and efficient information systems in science and technology and promote communication, which is important for the utilization of science and technology.

86. A representative from ECA was invited to present a paper entitled The Perceived Role of African Universities in the Implementation of the PADIS Project in Africa. (DOC/E/ECA/AAU/86/4).

87. The ECA representative said that PADIS had been set up at the wish of African member States as a region-wide information system and network. Its main function was to facilitate information exchange and utilization at both national and regional levels. The United Nations Economic Commission for Africa, began implementing the PADIS project in January, 1980 from its own resources and from those that were put at its disposal by UNDP, IDRC, and the African Development Bank. PADIS had set up a working central co-ordinating office within the ECA secretariat, and had been able to develop tools and standards for information manipulation, which were being replicated at national level. He said that attempts would be made in the near future, to set up a network using modern data transmission technologies to establish systems interconnection with information systems and networks both within Africa and elsewhere.

88. PADIS, he said, had the following potential roles in assisting the countries in Africa: standardizing and harmonizing information systems activities in Africa, transfer of technology, particularly information technology to member States, training in the field of information etc.. He said that within the PADIS strategy, great importance was being given to the promotion of information resources-sharing at all levels and particularly the sharing of equipment and

high-level personnel which may be either unavailable, too expensive or uneconomical for emerging centres to acquire.

89. At the national level, five centres, in Algeria, Benin, Botswana, Morocco, Togo were already performing the task of national information and documentation centres with advisory and training assistance rendered by PADIS. Information inputs had been received from participating centres in Botswana, Guinea, Morocco and Niger. Several African countries had benefited from tailor-made training courses in computer-based information and documentation techniques and study tours arranged for them.

90. The dissemination of information through published indexes and national bibliographies of which fifteen issues had already been circulated, had been a successful venture. Computerized on-line bibliographic data bases containing over 40,000 references to planning, industry, etc. were being utilized to deliver current awareness and selective dissemination of information services to African users. The computerized on-line statistical data bank (PADIS/STAF) containing 160,000 statistical time series, made available to users, data on production, trade, national accounts, prices and social statistics.

91. In implementing the PADIS project in Africa, the following areas of co-operation between PADIS and African universities were, he stated, desirable: inclusion of PADIS methodologies in the curricula of library and information schools and departments in Africa; making available to PADIS and hence member States, the available development information in the universities, especially the written theses and dissertations in subject areas that fall within the scope of PADIS-DEV.

92. In the discussion that followed, it was observed that the paper had provided a good overview of and concrete suggestions on the development and utilization of science and technology in Africa. It was noted that although African Governments appreciated the role science and technology could play in development, most of them had still not put in place, the mechanisms required for an effective application of science and technology to development.

93. It was further noted that the paper had brought forward new challenges to African universities, which may test whether they were keeping abreast of new developments in subject areas like biotechnology. In outlining what universities in Africa could do in the areas of science and technology, it was reiterated that research should be made relevant and targeted to key areas. Areas of traditional science and technology should be given a place when implementing science and technology activities, and scientific literature campaigns should be mounted to assist traditional systems to modernize their technologies. It was also stressed that African universities should step up their consultancy activities in the field of science and technology and redefine their roles in the promotion of science and technology for development.

94. Participants stressed the need for students to be made aware of the contemporary world in the area of science and technology. Courses should be designed to sensitize students to the new developments in science and technology. The use of the computer must be introduced in undergraduate courses. In order to infuse a practical element into the teaching of science and technology, industrial attachment programmes for students would have to be strengthened and more closely monitored by lecturers. This would improve practical interaction between the lecturer, the student and the engineer or scientist.

95. It was observed that a lot of research had been done but that access to research findings was difficult. In this connection, it was observed that the effort that was being made by UNECA/PADIS, to collect theses and dissertations from African universities, process them and make them available to institutions in Africa, was a worthwhile venture which should be supported by African universities.

96. In view of the importance African Heads of State and Government attach to the development of science and technology, the initiative had been taken to organize a conference on science and technology in Brazzaville (Congo). It was suggested that the issues raised by the Vice-Chancellors should be taken to that conference. To this end, African universities were urged to take the necessary steps to participate in the forthcoming conference in Brazzaville.

97. Difficulties in exchanging information were pointed out. It was observed that some universities did not even have the capacity to collect, analyse and disseminate information to other universities. African universities should, therefore, initiate programmes to strengthen the management of information, including computerised information systems, because unless Africa endeavours to improve information management capabilities and the use of computer, it would lag behind in the collection and analysis of information for development.

98. The Chairman then invited the representatives of United Nations Educational, Scientific and Cultural Organization (UNESCO), Eastern and Southern African Universities Research Programme (ESAURP), International Association of Universities (IAU), Association of American State Universities and the World Bank to make their statements. In their individual statements, the representatives indicated their preparedness to strengthen their co-operation with the AAU and the African institutions in areas such as collection and dissemination of information, programme development and exchange, research etc.

99. The representative of UNESCO reviewed some of the many ways in which UNESCO had over the years assisted the development of Africa's institutions of higher learning. He reiterated UNESCO's continued commitment to the strengthening of higher learning in Africa and

pledged his organization's support to the strengthening of the research and teaching capabilities of African institutions of higher learning.

100. In introducing the East and Southern African universities research programme, the representative from ESAURP explained the functions, objectives and activities of ESAURP which he said was composed of universities in fourteen East and Southern African countries. He gave a synopsis of ESAURP's major research activities and mentioned a number of publications that have been made over the years. He invited all institutions in Africa to develop co-operation with ESAURP for the strengthening of research and staff development programmes in Africa.

101. The representative of the International Association of Universities then made a statement in which he reiterated his Association's continued preparedness to collaborate with the AAU and also with the AAU/ECA within the framework of the joint conference. He called for stronger bonds of co-operation, though the IAU, between African institutions and institutions of the North in the development and exchange of teaching and research programmes and particularly emphasized the need to strengthen the flow of such information from the South to the North. He indicated the readiness to the IAU to cooperate with PADIS/ECA in this regard.

102. The representative of the Association of American State Universities then spoke. He extended the good wishes of his Association to the Conference, briefly described the origins and history of his Association and mentioned the areas in which cooperation between his Association and the AAU could be strengthened.

103. Finally the World Bank representative made a statement in which he stressed that the new Bank lending policy priorities for the eduation sector would not adversely affect assistance to higher educational institutions. He said that tertiary education had commanded top priority in Bank lending policies in the past and assured the Conference that this would continue to be so in the future. In reference to the World Bank's draft disucssion paper on Education Policies for Sub-Saharan Africa, he requested all those who wanted copies to so indicate to the Bank. He also expressed his readiness to receive comments thereon from those who wish to do so.

E. Fifth Session

(i) Date and Venue of the Fourth Conference

104. The Conference decided that it would convene its fourth session in Cairo, Egypt from 23-26 January 1989. That conference would be followed by COREVIP and the General Assembly of the AAU from 27-29 January 1989.

(ii) Adoption of the Harare Statement

105. The Rapporteur presented a document entitled The Harare Statement on the Role of Africa's Institutions of Higher Learning in Africa's Economic Recovery and Development. He stated that the Harare Statement represented the response of the vice-chancellors, presidents and rectors of the institutions of higher learning in Africa to Africa's efforts at laying the foundation for economic recovery and development. He further mentioned that the Harare Statement would be transmitted by a resolution, to the African Governments through the forthcoming ECA Conference of Ministers. It would also be submitted to the forthcoming Abuja conference on Africa: The Challenge of Recovery and Accelerated Development, and the Libreville International Conference on the Human Dimension to Africa's Economic Recovery and Development. After considering The Harare Statement and resolution VC/1/87, the Conference adopted them unanimously. (The Harare Statement and the Resolution are annexed to this report.)

(iii) Adoption of the Report

106. The Fourth Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, considered its report and adopted it unanimously.

(iv) Closure of the Meeting

107. The Chairman thanked the participants for their contributions to the success of the Conference and declared the meeting closed.

ANNEX I

THE HARARE STATEMENT ON THE ROLE OF AFRICA'S INSTITUTIONS OF HIGHER LEARNING IN AFRICA'S ECONOMIC RECOVERY AND DEVELOPMENT

By

The Vice-Chancellors,
Presidents and Rectors of Institutions of Higher
Learning at Their Third ECA/AAU Conference
Held in Harare, Zimbabwe
from 19-21 January 1987

We, the Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, at our third conference jointly organized by the United Nations Economic Commission for Africa and the Association of African Universities, in Harare, Zimbabwe from 19-21 January 1987, have, once more reviewed the social and economic conditions on the continent and have noted that now that the emergency situation, which was triggered-off by the wide-spread drought and famine in 1983-1985 is abating, all efforts must be directed towards economic recovery, reconstruction and development.

We commend our Heads of State and Government for their relentless search for workable and lasting solutions to the problems of development which this continent has lived through in recent years, a search which culminated in their adoption in July 1985 of the African Priority Programme for Economic Recovery and Development 1986-1990 (APPER), and in which they spelled out measures to be instituted to achieve full economic recovery and pave the way for attaining the goals of self-reliance and self-sustainment enunciated in the Lagos Plan of Action.

We note, with appreciation, that our Heads of State and Government had called for the convening of a special session of the United Nations General Assembly to discuss Africa's economic problems and solicit the support of the international community in the implementation of Africa's programme for recovery. We further note that at that Special Session held in May/June 1986, the Organization of African Unity (OAU) and the United Nations Economic Commission for Africa (ECA) jointly submitted Africa's Submission to the Special Session of the United Nations General Assembly on Africa's Social and Economic Crisis.

We are particularly grateful that on the basis of this Submission the international community has responded favourably to Africa's call for assistance by agreeing to enter into a partnership with African Governments to provide policy and financial support to the

implementation of the recovery programme as contained in the United Nations Programme of Action for African Economic Recovery and Development (1986-1990) (UN-PAAERD).

We are also grateful that our Heads of State and Governments have decided to convene a Congress of African Scientists in Brazzaville, The Peoples Republic of Congo, in June 1987.

In our considered collective view, measures which have been agreed upon will rehabilitate and revitalize the African economies, and bring about structural transformation which will ensure that in the long run Africa will achieve accelerated self-reliant and self-sustaining growth and development provided, however, that the international community honours the commitments it has entered into within the framework of the UN-PAAERD and that African Governments pursue vigorously and relentlessly the implementation of APPER.

We recall that at our second conference in Mbabane, Swaziland, in February 1985, we reviewed the causes, nature and impact of Africa's economic and social crisis and identified our contributions to the efforts of our Governments to mitigate it, just as we had done at our first conference in Addis Ababa in 1982 when we defined our role in the attainment of the objectives of the Lagos Plan of Action and the Final Act of Lagos.

We realize that even as we pursue the commitments made in our first and second conferences to contribute to the areas of development priority of those times, so ought we now commit ourselves to contribute all that is within our means to facilitate the implementation of the objectives of rehabilitation, recovery and development of the African economies as defined by APPER, the Africa's Submission and the UN-PAAERD.

Accordingly, we have decided to make this Harare Statement in support of the measures prescribed by our Heads of State and Government and supported by the international community, and also to make known our commitment to play fully our part in the total implementation of these measures for recovery and development.

Therefore, we commit ourselves and our institutions to undertake the following:

A. At the National Level

1. Institute special programmes of education and training to meet the priority needs for recovery in our economies as defined in both APPER and the UN-PAAERD.

2. Popularize the Recovery Programmes through the conduct of lectures, seminars and workshops for students, public servants and businessmen to make them more appreciative of the gravity of Africa's predicament so that their attitudes would change in favour of Africa's recovery and development.

3. Give greater attention to education, training, research and consultancy in economic management in general and external debt management in particular.

4. Draw up programmes of research in support of the priority programme, specifically designed to respond to the areas of priority identified by our Governments, i.e. food and agriculture, drought and desertification control, other sectors in support of agriculture (agro-related industries, transport and communications, trade and finance, marketing, storage and distribution), technology development and adaptation and human resources development, planning and utilization.

5. Endeavour to reduce our total dependence on governments for funding, by strengthening our capabilities to generate resources from our services and production activities.

6. Make more readily available to governments, regional and international organizations our expertise and capabilities through consultancies and research on project formulation, appraisal and implementation, evaluation of economic development policies especially their fiscal and monetary aspects, improvement of the performance of the public sector and parastatals etc.

7. Involve our staff and students more intensively in working with and learning from the communities in which we live and which surround us so as to lend more effective support to the solutions of their problems of poverty and underdevelopment.

8. Regularly inform the governments and the public about our activities, projects and programmes so as to promote greater understanding of the role of the universities in national economic recovery and development and mobilize their support to this effect.

B. <u>At the Sub-Regional Level</u>

1. Harmonize our approaches to the search for solutions to problems which constrain our common development as a sub-region, especially the problems affecting countries in the arid and semi-arid zones of the continent, problems facing land-locked, island and least developed countries, and problems of the countries neighbouring the racist regime of South Africa.

2. Establish a mechanism for working out strategies for formulating common research and training programmes, and pool more of our teaching and research facilities.

C. At the Continental Level

1. Intensify the implementation of the Mbabane Programme of Action which we adopted in 1985 in support of measures to mitigate the effects of the social and economic crisis in Africa.

2. Accelerate the process of reviewing the curricula, research emphasis and priorities and learning methods within our institutions with a view to bringing them in line with the present needs for recovery and development.

3. Strive to reduce our reliance on external forces and factors for the provision of the greater part of our teaching and research materials and equipment, by beginning to produce some of these inputs with our own efforts and resources.

4. Rationalize our programmes and harmonize our efforts by strengthening existing networks for research and teaching and creating new ones so as to achieve greater cost-effectiveness to the mutual advantage of all our institutions.

5. Intensify our efforts to develop through co-operation our post-graduate programmes more speedily to respond to the call for more high-level manpower for development and to reduce our costly dependence on countries of the North to do so for Africa.

6. Strengthen our co-operation within the continent and with other regions of the Third World in the areas of research, teaching and production of teaching materials.

7. Considering the importance that the ECA/PADIS and the universities attach to the utilization of information in the development process of Africa, the efforts that are being made by the Economic Commission for Africa in organizing information services of African member States, and the vast informaiton resources that African universities produce, the institutions undertake to make available to ECA/PADIS all theses and dissertations that have so far been produced on development questions and set up mechanisms for co-operation in the training of information and documentation personnel in our universities, in co-operation with ECA/PADIS.

D. Support from the Governments

1. We are aware of the tremendous financial strains which our Governments are facing as a result of the present crisis. However, in view of the crucial role that the institutions of higher learning play in providing the high-level manpower, research and expertise that is so critical for growth and development and the existing inadequate levels of such support, we call on our Governments to give greater budgetary support to higher education so as to enable us to make more effective contributions to socio-economic development.

2. We also crave their understanding and genuinely solicit their political and moral support in creating an enabling environment for universities and other institutions of higher learning for discharging their responsibilities effectively. We call upon them to open their doors to us so that we may participate more effectively with them in searching for the solutions to Africa's problem of underdevelopment.

E. Support from the International Community

1. We have noted the understanding with which the international community has perceived Africa's priorities of development as contained in the UN-PAAERD. We have also noted the emphasis on the development of the human resources of this continent as one of these priorities.

2. We, therefore, appeal to the international community, including international institutions, to assist us in discharging our responsibilities in support of Africa's recovery and development efforts by providing adequate and increased support for this purpose and undertaking measures that will enhance and accelerate rather than hinder the future development of institutions of higher learning in Africa, and request the Economic Commission for Africa to assist the institutions of higher learning in the mobilization of such support from the international community.

F. Conclusion

We have put forward these proposals and have made these commitments because we are more conscious than ever that institutions of higher learning in Africa currently face a crisis of image and confidence. Therefore, we are determined to intensify our efforts to identify with the aspirations of our societies and contribute our quota to the solution of the problems they face.

Done at the University of Zimbabwe, Harare, this 21st day of January 1987.

ANNEX II

RESOLUTION VC/1/87

THE ROLE OF AFRICA'S INSTITUTIONS OF HIGHER LEARNING IN AFRICA'S ECONOMIC RECOVERY AND DEVELOPMENT

The Third ECA/AAU Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa:

Recalling its Resolution VC/1/85 adopted at its second conference held at Mbabane, the Kingdom of Swaziland, in February 1985 entitled: "The Response of the African Institutions of Higher Learning to Africa's Rapidly Deteriorating Economic and Social Conditions";

Conscious that now that the emergency situation is abating, all efforts must be directed towards economic recovery and development;

Cognizant of the priority measures put in place by our Heads of State and Government to speed up economic recovery and pave the way for self-reliant and self-sustained growth and development;

Convinced of the importance to Africa's survival and development of the full implementation of Africa's Priority Programme for Economic Recovery 1986-1990 (APPER), which was adopted by the 21st Ordinary Session of the Assembly of Heads of State and Government of the OAU in July 1985, and the United Nations Programme of Action for African Economic Recovery and Development, 1986-1990 (UN-PAAERD), adopted by the 13th Special Session of the United Nations General Assembly in June 1986;

Aware that in the implementation of the measures proposed therein for African economic recovery and development, all agents of development must be fully mobilized;

Further convinced that the institutions of higher learning in Africa have a significant contribution to make in support of economic recovery and development;

1. Commends the African Heads of State and Government for the bold and realistic measures they have agreed upon to revitalize and rehabilitate the African economies and lay the foundation for Africa's economic recovery and development as contained in APPER and the UN-PAAERD;

2. Further commends the international community for having agreed to enter into a shared partnership with Africa and to support Africa's efforts as enunciated in the UN-PAAERD;

3. Pledges to put at the disposal of African Governments the teaching, research and consultancy capabilities of the African institutions of higher learning for the speedy implementation

of APPER and UN-PAAERD, as contained in The Harare Statement on the Role of Institutions of Higher Learning in Africa's Recovery and Development;

4. Requests the Executive Secretary of the Economic Commission for Africa to transmit The Harare Statement to ECA's Conference of Ministers and also to the Abuja Conference on Africa: The Challenge of Economic Recovery and Accelerated Development, and the Libreville International Conference on The Human Dimensions to Africa's Economic Recovery and Development.

5. Further requests the ECA Executive Secretary to assist in the mobilization of resources from the international community which will enable the institutions of higher learning in Africa to effectively discharge their responsibilities in support of Africa's economic recovery and development.

ANNEX III

LIST OF PARTICIPANTS

A. PARTICIPANTS

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B. OBSERVERS

- Mr. T. Craig, Deputy Secretary-General, The Association of Commonwealth Universities, London
- Mr. F. Eberhard, Secretary-General, International Association of Universities, Paris
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- Mr. R.G. Mutakyahwa, ESAURP, Tanzania
- Mr. Honorat Aguessy, Representative, UNESCO
- Dr. S. El-Din Noah, Representative, FAO
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D. ECA SECRETARIAT

- Professor Adebayo Adedeji, Executive Secretary
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ANNEX IV

LIST OF DOCUMENTS

Title	Symbol/Author
Provisional Agenda - Third ECA/AAU Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa	E/ECA/AAU/ED/86/1
Report of the Secretary-General of AAU	Prof. Levy Makany
Policies and Strategies for Institutions of Higher Learning in Africa in View of Africa's Long-Term Development Challenges and Strategies	E/ECA/AAU/ED/86/2
Africa's Development Priorities and the Role of the Institutions of Higher Learning: The Next Five Years	E/ECA/AAU/ED/86/3
The Perceived Role of African Universities in the Implementation of the Pan-African Documentation and Information System Project in Africa	E/ECA/AAU/ED/86/4
Provisional Daily Work Programme	E/ECA/AAU/ED/87/5
Science and Technology in the Solution of Africa's Long-Term Development Problems	E/ECA/AAU/ED/87/6 Prof. Lydia Makhubu
Changing Development Objectives and Strategies for Self-Reliant Economies in Africa	Prof. Akilakpa Sawyerr
The Problems of University Research and Development in Zaire	Prof. B. Dingoto-Mandoka
Information for Participants	E/ECA/AAU/ED/86/INF.1
List of Documents	E/ECA/AAU/ED/87/INF.2
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